

SOCIETY OF CURRICULUM SPECIALISTS

OFFICE OF THE CHAIRMAN

EXECUTIVE COMMITTEE
HERBERT B. BRUNER
W. W. CHARTERS
EDGAR DALE
ERNEST HORN
EARLE U. RUGG
DOUGLAS WAPLES
HENRY HARAP, CHAIRMAN.
WESTERN RESERVE UNIVERSITY
CLEVELAND, OHIO

NEWS BULLETIN

1931 : No. 4 5

Dec. 1, 1931.

The February Meeting at Washington.

The themes of the February meeting and the speakers have been selected by the executive committee. The plans for the morning meeting which is held jointly with the public school curriculum workers are partially complete. The list of speakers for the afternoon meeting is complete and we have acceptances from all of them. Mr. Peters and Mr. Dale are making intensive investigations expressly for this meeting of the society. Both meetings will be conducted as a "round table". No presentation will last over twelve minutes. Ten members will be invited to join the speakers' table. Members of the "round table" and audience will be free to join in the discussion at the completion of the papers. It is assumed that the members of the round table will take an active part in the discussion although they will not be obliged to do so nor will they be asked to prepare any material. The meetings will be held on Saturday, February 20, at 9:30 A.M. and at 2:00 P.M. Mr. Shankland of the Department of Superintendence has not yet assigned a meeting place. A detailed announcement of the meetings will be sent early in January.

Tentative Program of Meetings.

Saturday, February 20, 1931, Washington, D. C.

9:30 A.M. Joint Meeting of College and Public School Divisions.

The Relation of the Curriculum to the Present Economic Crisis.

1. George S. Counts (Accepted tentatively)
 2. Harold F. Clark (Accepted tentatively)
 3. W. W. Charters (Invited)
 4. Leverett Lyon (Brookings Institute, Washington, D.C.) (Accepted.)
- Discussion.

12:15 o'clock : Luncheon, Executive Committee.

2:00 P.M. College Division.

Current Problems in Curriculum Making.

- W. E. Peik: The Curriculum Study of the National Teacher Training Survey (Accepted)
- J. L. Meriam: Does the Child-Centered School Have a Technique of Curriculum Making? (Accepted)
- C. C. Peters: How Do "Surveys" Survey the Curriculum? (Accepted)
- Edgar Dale: Curriculum Revision in the Colleges. (Accepted)
- L. T. Hopkins: Advanced Report of the Society's Bulletin on Units of Work. (Accepted)
- O. G. Brim: Clarifying Our Concept of Values in Curriculum Building (Accepted)
- A. K. Loomis: The Curriculum Study of the National Secondary School Survey (Accepted)
- Discussion.

The Society's Bulletin on Units of Work.

The Editorial Committee: O. G. Brim, L. T. Hopkins, Ernest Horn, H. B. Bruner, Henry Harap.

The Procedure: The editorial committee determines the procedure. A mailing list is prepared. The schools on this list are invited to submit manuscripts of units of work. The editorial committee selects the units to be included. Each unit is submitted to three critics. The criticisms are appended to the units. The whole manuscript is submitted to Mr. Bruner who writes an introductory chapter on the nature of the unit of work. The whole manuscript is submitted to Mr. Hopkins who writes a summary and critique. The completed manuscript is published as a bulletin of the United States Office of Education.

The Table of Contents:

Ch. 1. Introduction	H. B. Bruner
2. Integrated Activity Units	
3. Units in Several Subjects: Kindergarten, Grade I, II, with critical comments.	
4. Units in Several Subjects: Grade III, IV, with critical comments.	
5. Units in Several Subjects: Grade V, VI, with critical comments.	
6. Summary and Critique	L. T. Hopkins

Present Status of the Bulletin: We have received over fifty units of work to date. By the middle of December they will go out to the editorial committee for selection. Two weeks later they will be submitted to the critics. A month later, February 1st, they will be submitted to Mr. Bruner and Mr. Hopkins for the introduction and criticism. By the first of March the bulletin should be in the hands of Miss Goodykoontz at the United States Office of Education.

Curriculum Making for Normal School Students.

The Effective Use of Curriculum Materials - Stratemeyer, Florence,
Bureau of Publications, Teachers College, Columbia University,
New York City, 1931.

The Effective Use of Curriculum Materials formulates a course for elementary teachers-in-training in normal schools and teachers' colleges in which certain desirable principles and practices of curriculum will be treated effectively. Part I of this publication attempts, through a questionnaire and statistical treatment, to establish the curriculum activities in which elementary teachers engage. Part II sets forth the author's philosophy of education, (pages 75-83) and organizes those activities, statistically determined, around her philosophy into a teacher training course of study. Part II is particularly valuable to curriculum makers in the elementary school as well as in the teachers' colleges. Paul R. Hanna.

Concerning Values in Curriculum Making.

The following excerpts from a letter by Philip W. L. Cox are of interest especially as background for the paper to be read by Mr. Brim at our Washington meeting.

"I have a vague recollection of the setting in which I proposed this topic. Just what the topic was or just what you and I had in mind when we talked

about it I cannot recall. Let me see, however, if I can set up a brief statement of some conditions which it seems to me the curriculum specialist should face if he is to make a significant contribution to curriculum procedures in the Year of Our Lord 1932: In the last analysis education is not something to be got, labeled and certified; it is, therefore, not even the knowledges and skills which might imply the attainment of social objectives; it is rather the stimulation of the desire to learn, a readiness to seek one's own answers to his questions, and the habit of success.

The papers which were presented at the Detroit meeting had to do almost altogether with the older conception of curriculum as something set forth to be learned in a vain faith that if children in the elementary grades learn the exact and scientifically validated facts regarding the stocks and bonds, geographic locations, or what not, that somehow or other the job of the curriculum specialist is done. Considering their position negatively it should be easy enough to prove that the information and skills retained by children twelve months or five years after they had so painfully learned them are very slight and much of what we think they retain is curiously incorrect or inapplicable in other situations.

Considered positively, however, we come to a much more fundamental break with the past -- and it is with the past that the curriculum specialists who prepared papers for the Detroit meeting identified themselves.

The conception of education for which you and I stand and which should surely get an adequate presentation before this group is that education is a compulsive something -- a prophecy -- it has a kinetic quality. That man is educated who desires to learn, who is curious, who is confident of his power to learn, who has unanswered questions for which he is seeking answers -- questions for which he will never obtain satisfactory answers -- hence, there is assurance that he will be growing, eager and intelligent, vigorous, at thirty as well as at sixteen and at fifty as well as at thirty. What he knows at any given day or date is not important. Indeed, if it gives him a sense of completeness it may be a very great obstacle to education. It may then be a finished something about which he never has to think or wonder or inquire again as long as he lives.

What does this mean when brought into the schoolroom? It means a reconception of the educative process. It means that education consists in helping boys and girls to set up objectives for themselves which are dynamic, reasonable and worthwhile and in helping them so far as possible to attain the objectives. But the objectives will not be attained and the teachers will not know the answers. The thing learned will not be the facts or the skills so much as it will be the joy in the seeking, the confidence that if one will work hard and intelligently, he can to a greater degree achieve his objectives than he can if he waits for someone to show him how. The teacher has thus changed his position in the classroom in a revolutionary way. He no longer is Sir Oracle, he no longer is task assigner, lesson learner, corrector of papers or mark giver. He may do all these things but they are either incidental to his job or mere vestiges of a former job that he had which is not quite sloughed off. His main job is guide, philosopher and friend, helper and encourager and appreciator of efforts. He and the child together are seeking answers, better ways of doing things, more adequate ways of testing the values of their hypotheses."

Philip W. L. Cox.

A View of a Unit of Work.

The following quotation is a sample of some of the interesting viewpoints elicited by our forthcoming bulletin of sample units of work:

"In our conception a unit as suggested or proposed in a curriculum should be full of alternatives and provisions for fluidity of development. The record of a unit of work done would furthermore be an account of the free creative use of such suggestions and it should be safe-guarded from becoming a pattern for others to

follow for the very significance of its development through the thinking of a particular group of children would thus be lost. We would have a variety of records and materials which are the outgrowth of units of work. No one of them is a comprehensive record of all the activities and values implicit in the sequence of experiences unified by some purpose or interest. I do not see how critics could fairly appraise the write-up of the unit without taking into account the intention of the writer. None of our units are written up as curriculum material for adoption by other people. They are laboratory records for use in the development of concepts of our changing elementary education. We safe-guard our students from considering units in the light of outlines for them to follow. Many of our records are formulated as illustrative material to clarify the meanings of progressive principles. For this purpose the complete unit of work is not nearly as good as the selective organization of some particular phase of the activity which will reveal the continuity and eventuation of some lead. For example, we have a second grade booklet which was one of nine or ten major outcomes in the study of homes. This is mimeographed material which judged as a unit would obviously be of fractional merit. It was not intended to be more than one trend in the integrated experiences centering around the study of homes."

Laura Zirbes.

NEWS NOTES

Denver is experimenting with functional centers in English expression, grammarless course developed for pupils of limited ability in the junior high school, extensive reading in the field of literature, and the use of classroom libraries in English and social science.

The Fox Meadow School of Scarsdale, N.Y. is reorganizing the social science studies of grades 3 to 6. An attempt will be made to interpret the present environment through means of the study of the historical elements wherever they touch it. This will be followed by a study of each history period as such.

Miss Margaret Koopman of Central State Teachers College, Michigan, is developing a teaching unit on Australia for the junior high school, using history, geography, and social problems.

Mr. Lindquist, formerly President of Chico State Teachers College in California has actively begun preparations for the University School of Ohio State University of which he is the head. He has already appointed committees for curricular work.

The integrated type of work is being gradually introduced into the Houston schools. Units of work are prepared so that the development of any one unit necessitates the use of subject matter from all of the various fields of learning. Pupils gain an understanding of the generalizations, or "big ideas", of the unit through engaging in a series of individual and group activities. These activities include reading, writing, research, class discussion, and formal oral and written reports, as well as construction, drawing, dramatization, and other forms of creative work.

Mr. L. T. Hopkins will be in California during the last two weeks in December for conferences with school officers who have retained him as consultant.

In the Baltimore Bulletin of Education for September, there is a clear, logical, and uncompromising discussion of an activity by Ernest Horn.

The Division of Course of Study at Los Angeles is concentrating on bringing practice up to theory, by developing supervision as service, that is, by trying to give the teachers aid in securing the proper material for developing the units of study. The Division is developing a library of units which will avoid haphazard and superficial treatment of the curriculum. The courses of study are being revised to conform to the findings of the past few years. A digest of materials and requirements will be issued together with a point of view for units of work.

Mr. L. S. Tireman of the University of New Mexico is giving special attention at present to the San Jose Training School. This school is endeavoring to adapt the curriculum to the needs of the native Spanish speaking children. Ninety-five percent (95%) of the school could not speak English at entrance.

The September number of the Journal of Educational Sociology contains a brief description of the project curriculum of the Junior High School of the University of Oklahoma. It also contains a discussion of the place of content and method in a functional curriculum by Franklin Bobbitt.

The October number of Progressive Education contains an account of an integrated curriculum at John Burroughs School, St. Louis, for Grade VII, based upon the theme "How Man Has Made Nature Serve Him". The results of the experiment were so satisfactory that plans have been made to continue the program in the eighth grade, for the current year, based on the topic "How Nature Serves Man in Modern Civilization."

The Curriculum Commission of California met for two days in October to perfect plans for the development of Intermediate Guides to Child Development, to follow the Primary Guide which was issued last year. The Commission is just beginning the study of arithmetic tests prior to an adoption.

The Bureau of Publications of Teachers College, Columbia University, is publishing a series of Teachers' Lesson Units. Each pamphlet is an account of how a teacher taught a given unit in an actual situation.

"The Department of Education of the State of Minnesota has just issued the first number in a new series of bulletins dealing with the secondary-school curriculum and growing out of an extended program of curriculum reconstruction. Bulletin No. 1 is designated as the "Introduction" to the series, remaining numbers of which will treat the different subject groups. The committees on the subject groups were fourteen in number as follows: English, social science, geography, science, mathematics, foreign languages, commercial subjects, art, music, agriculture, home economics, general industrial training, physical and health education, and library. The personnel of these committees has been drawn from the state department of education, teachers and administrators of local school systems, and from the University of Minnesota."

THE SCHOOL REVIEW, November, 1931, pp. 646-647.

Mr. David Snedden is planning to publish a volume under the title, SCHOOL SUBJECTS: DERIVING THEIR OPTIMUM VALUES FOR EDUCATION, possibly some time next spring. He writes, however, that the material for the proposed book is still much scattered.

The October 1931 issue of the Historical Outlook contains a report of progress in the investigation of the Social Studies by A. C. Krey. The work of the investigation includes: 1) a restatement of the objectives of the social studies; 2) a study of the relation of the social studies to society; 3) the preparation of tests; 4) the organization of content and methods of instruction.

INDEX OF VOLUME 2 OF THE CURRICULUM JOURNAL: 1931

Authors

- Cox, Philip W. L.: Concerning Values in Curriculum Making 5:2-3
Harap, Henry: Bibliography of Curriculum Making, March 1930-March
1931 2:1-12
Zirbes, Laura: A View of a Unit of Work 5:3-4

Titles

- Bibliography of Curriculum Making, March 1930-March 1931, by Henry
Harap 2:1-12
Concerning Values in Curriculum Making, by Philip W. L. Cox 5:2-3
February Meeting at Washington, the 5:1
Proposed Bulletin on Sample Units of Work 3:3
Reports of Projects for the Year Preceding February 1, 1931 1:1-5
Society's Bulletin on Units of Work 5:2
Survey of Curriculum Activities of City School Systems 4:2-11
Survey of Curriculum Activities of State School Systems 4:11-14
View of a Unit of Work, a, by Laura Zirbes 5:3-4